**TOK Presentation Criteria Components (first assessment May 2015)**

**Component 1: Formulation of Knowledge Question**

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| Level | Descriptor |
| 5  Excellent | The presentation is *focused on a well-formulated* ***knowledge question***. |
| 4  Very Good | The presentation is *focused on a* ***knowledge question***. |
| 3  Satisfactory | The presentation *identifies* a ***knowledge question*** which is *relevant*. |
| 2  Basic | The presentation *identifies a* ***knowledge question*** which is *questionably relevant.* |
| 1  Elementary | There is *no reference* to a ***knowledge question*** and *only describes* a *real-life situation***.**  **OR**  The presentation *only treats* an ***abstract knowledge question*** *without* a *real-life situation*. |
| 0  Irrelevant | The presentation *does not meet the standard* described by levels 1-5. |

**Component 2: Connection between Knowledge Question and Real-Life Situation**

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| Level | Descriptor |
| 5  Excellent | The well formulated ***knowledge question*** is *clearly connected* to a *specified* ***real-life situation***. |
| 4  Very Good | The ***knowledge question*** is *connected* to a *specified* ***real-life situation***. |
| 3  Satisfactory | The ***knowledge question*** has *some connection* to a *specified* ***real-life situation***. |
| 2  Basic | The ***knowledge question*** is *not convincingly connected* to the ***real-life situation***. |
| 1  Elementary | The presentation *describes a* ***real-life situation*** without reference to a ***knowledge question.***  **OR**  The presentation *only treats* an ***abstract knowledge*** ***question*** *without connecting* it to any *specified* ***real-life situation***. |
| 0  Irrelevant | The presentation *does not meet the standard* described by levels 1-5. |

**Component 3: Effectiveness of Arguments**

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| Level | Descriptor |
| 5  Excellent | The ***knowledge question*** is *effectively explored* in the context of the ***real-life situation*** *using convincing arguments*. |
| 4  Very Good | The ***knowledge question*** is *explored* in the context of the ***real-life situation*** *using clear arguments*. |
| 3  Satisfactory | The ***knowledge question*** is *explored* in the context of the ***real-life situation*** *using some adequate arguments*. |
| 2  Basic | There is *some attempt to* *use arguments* to *explore* the ***knowledge question*** but they *may not be in* the *context* of the ***real-life situation***. |
| 1  Elementary | There is *only a description* of a ***real-life situation.***  **OR**  The presentation *only treats* an ***abstract knowledge question***. |
| 0  Irrelevant | The presentation *does not meet the standard* described by levels 1-5. |

**Component 4: Investigation of Different Perspectives**

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| Level | Descriptor |
| 5  Excellent | The ***knowledge question*** is *effectively explored* in the *context* of the ***real-life situation*** with *investigation* of ***different perspectives***. |
| 4  Very Good | The ***knowledge question*** is *explored* in the *context* of the ***real-life situation*** with *acknowledgement* of ***different perspectives***. |
| 3  Satisfactory | The ***knowledge question*** is *explored* in the *context* of the ***real-life situation*** but ***different perspectives*** are *not acknowledged or investigated*. |
| 2  Basic | There is *some attempt* to *explore* the ***knowledge question*** but ***different perspectives*** are *absent.* |
| 1  Elementary | There is *only a description* of a ***real-life situation.***  **OR**  The presentation *only treats* an ***abstract knowledge question***. |
| 0  Irrelevant | The presentation *does not meet the standard* described by levels 1-5. |

**Component 5: Outcomes of the Analysis**

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| Level | Descriptor |
| 5  Excellent | The ***outcomes of the analysis*** are shown to be *significant* to the chosen ***real-life situation*** *and to* ***other(s)*** *real-life situations, disciplines, AOKs and/or WOKs*. |
| 4  Very Good | The ***outcomes of the analysis*** are shown to be *significant* to the chosen ***real-life situation***. |
| 3  Satisfactory | There is *some awareness* of the *significance* of the ***outcomes of the analysis***. |
| 2  Basic | There is *limited awareness* of the *significance* of the ***outcomes of the analysis***. |
| 1  Elementary | There is *only a description* of a ***real-life situation.***  **OR**  The presentation *only treats* an ***abstract knowledge question***. |
| 0  Irrelevant | The presentation *does not meet the standard* described by levels 1-5. |